

## Glossary of Key Terms

### **Academic major**

The actual major(s) declared by the program completer.

### **Academic year**

A period of 12 consecutive months, starting September 1 and ending August 31.

### **Adjunct Faculty Supervising Clinical Experience**

Teacher preparation provider staff (whether teachers or other educational leaders) who are engaged with the teacher-candidates during their supervised clinical experience, in terms of spending time observing or supervising candidates or discussing the clinical experience with candidates or other teacher preparation program faculty.

### **Alternative route to a teaching credential**

A teacher preparation pathway that primarily serves candidates that are the teacher of record in a classroom while participating in the route. Alternative routes to a teaching credential are defined as such by the state.

### **Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience**

PreK-12 staff who teach in the classrooms in which candidates are placed for clinical experiences, who are engaged with teacher-candidates during their supervised clinical experience, in terms of observing or supervising candidates or discussing the clinical experience with candidates or other teacher preparation program faculty.

### **Enrolled student**

An individual who has been admitted, enrolled, and registered in a teacher preparation program and participated in the program during the academic year. Participation may include taking a course, participating in clinical experience, or participating in other program activities. Individuals who were enrolled and completed the program during the academic year are counted in the total count of enrolled students as well as in the subset of program completers (see “program completer”).

**Faculty supervising clinical experience**

All persons whom the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching and who have an administrative link or relationship to the teacher preparation program.

**Full-time equivalent faculty**

Each faculty member who is employed full-time by the IHE counts as 1. Each faculty member who is employed part-time by the IHE is counted in proportion with the amount of time the individual is employed (for example, a faculty member who is employed half-time is counted as .5).

**Individualized education program team**

The term 'individualized education program team' or 'IEP Team' means a group of individuals composed of the parents of a child with a disability; not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment); not less than one special education teacher, or where appropriate, not less than one special education provider of such child; a representative of the local educational agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the local educational agency; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, the child with a disability.

**IPEDS ID**

IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. Users who do not know their IPEDS ID may search for their institution at <https://nces.ed.gov/collegenavigator/>. Teacher preparation providers that are not based in a college, university, or technical or vocational institution that participates in the federal student financial aid programs may not have an IPEDS ID, and can indicate that in the available text box.

**Nonclinical coursework**

Any course in the teacher preparation program curriculum that focuses on content, such as academic subject matter, and does not require students to participate in the activities of supervised clinical experience as described in the glossary definition may be counted as nonclinical coursework. The curriculum policies of each state and its institutions will identify coursework that is nonclinical or clinical. See supervised clinical experience.

**Pass rate**

The percentage of students who passed assessment(s) taken for an initial teaching credential in the field of preparation.

***Single assessment pass rate:*** The percentage of students who passed the assessment among all who took the assessment.

***Summary pass rate:*** The percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas.

**Program completer**

A person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for an initial teaching credential may not be used as a criterion for determining who is a program completer.

**Quantifiable goal**

A quantifiable goal is a clear, specific milestone by which programs can measure progress towards increasing the number of prospective teachers in shortage areas. A specific, quantifiable goal must include a measurable value. For example, instead of "increase program enrollment," which is not a specific, quantifiable goal, a program could set a goal to "increase program enrollment by five participants."

**Scaled score**

A scaled score is a conversion of a student's raw score on a test or a version of the test to a common scale that allows for a numerical comparison between students. Because most major testing programs use multiple versions of a test, the scale is used to control slight variations from one version of a test to the next. Scaled scores are particularly useful for comparing test scores over time, such as measuring semester-to-semester and year-to-year growth of individual students or groups of students in a content area.

However, within the same test, different content areas are typically on different scales, so a scaled score of 24 in Mathematics may not mean the same as a scaled score of 24 in Reading.

**Supervised clinical experience**

A series of supervised field experiences (including student teaching) with PK-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record. Please note that Title II, Section 202(d)(2) describes features of clinical experience. Courses in the curriculum that include the activities described in 202(d)(2) may be considered clinical coursework. The curriculum policies of each state and its institutions will identify coursework that is clinical and nonclinical.

**Teacher credential assessment**

A test or other structured method that measures the qualifications of prospective teachers, has a pass-fail outcome, and is used by the state for teacher credentialing.

**Teacher preparation program**

A program, whether traditional or alternative, offered by a teacher preparation provider that leads to a specific state teacher credential in a specific field.

**Teacher preparation provider**

An IHE or other organization that is authorized by the state to prepare teachers.

**Universal design for learning**

A scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.